STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES
Thursday, November 6, 2014
1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Mr. Mark Edwards**,** Dr. Judith Gay, Dr. Donald Generals, Mr. Chad Dion
Lassiter, Dr. Samuel Hirsch, Dr. Judith Rényi, Dr. James Roebuck, Ms.
Lydia Hernandez Velez

Guests: Mr. Christopher DiCapua**,** Mr. John Moore, Dr. Sharon Thompson, Mr.
Thomas Quinn

(1)   **Executive Session**

None

(2)   **Public Session**

a) **Approval of Minutes of October 2, 2014 (Action Item)**

The minutes were accepted.

b) **Draft Audit Guidelines, 2014-2015 (Discussion)**

Mr. Moore asked the members of the Committee for suggestions to make the
audits better meet their needs. The following ideas were mentioned:
* Regional employment prospects for entry level positions
* Industry and job market projections
* Information on transferability across programs
* Stackable credential information
* Pipeline clarity
* Information on remediation
* Information on distance learning
* A cover sheet with details such as: number enrolled; full time/part time
  faculty mix; when it started; cost; degree information
* Information about whether the program has K-12 partners and who they are
* Professional development offerings
* Internships/labs
* Program capacity

There was also a discussion about the potential for working with Philadelphia
Works to secure information. The Committee was told that the College does
use EMSI for job market information. There was a discussion about
connecting the audits to the strategic plan. The Committee agreed that this
topic should be postponed while the Board re-thinks strategic planning moving
forward.

c) **Academic Audits**

(1) **International Studies (A.A.)**
Mr. Moore reviewed the highlights of the audit. Dr. Rényi stated that she was surprised at the number of languages that are taught at the College. Mr. Di Capua stated that there are six languages consistently taught (Spanish, Italian, French, Arabic, Chinese, and Japanese). Two languages (Hebrew and Swahili) are taught less frequently. In response to other questions, Mr. Di Capua informed the Committee of the following:
- Students can test out of a language if they are proficient
- Students can get up to six credits through the CLEP exam for Spanish and French
- Language courses do reflect the humanities in general but there is a Spanish for Health Care course
- The emphasis in language courses is an all-skills approach and particularly oral proficiency

Action: The Student Outcomes Committee of the Board agreed to recommend approving the audit and recertifying the program for five years.

(2) **Justice (A.A.S.) and Justice Academic Certificate**

Mr. Moore gave an overview of the Justice program, including that the faculty have both academic and community experience; the program is totally available online; and the program has tripled in size without adding more sections. Faculty are known for thoughtful program planning. There was a discussion about potential job openings versus completions, since the trends seem to be coming together. There was also a discussion of the requirement for law enforcement officers to have 60 college credits (or meet other criteria). This requirement may change the number of students who will need the 15 credits available for the police academy training.

Action: The Student Outcomes Committee of the Board agreed to recommend approving the audit and recertifying the program and the academic certificate for five years.

d) **Middle States Update**

Dr. Gay provided a brief update on progress on the Monitoring Report. A Monitoring Report Work Group has been created. Co-chairs are Dr. Gay and Ms. Abbey Wexler, Department Head for Psychology, Education and Human Services. The Work Group is reading historical documents related to Standard 14 and the current reports as well as Middle States materials. They will assist with the development of the report. Dr. Gay also mentioned that a faculty member will be demonstrating the SharePoint repository at the Board meeting. Dr. Generals reminded the Committee that the goal is to get off of warning.

e) Advanced Analytics Indicator Software Platform - Civitas Learning

Dr. Hirsch conducted a PowerPoint presentation on Civitas Learning. He then responded to the following questions:

- How will it help practice? This tool provides intelligence, predictive analytics that will help us better allocate resources and improve student success.
- Who will use it? Senior staff will have access in the initial stage.
- Who else in the area is using it? Montgomery County Community College just started using it.
- What is the timeline? It will take about six to nine months to build the model.
- What is the cost? The cost is $115,000 annually. There is a one time start-up fee. Training is included in the cost.

Dr. Generals added that prediction is the first step and then there has to be a redesign of practices.

f) Student Outcomes Dashboard – 2013-14 Preliminary Data
This agenda item was postponed.

g) Single Stop – First Year Outcomes
This agenda item was postponed.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, February 5, 2015 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of October 2, 2014
Academic Program Audit Guidelines 2014-15
International Studies Audit
Justice Audit
Civitas Learning Presentation
Single Stop First Year Summary

Summary of International Studies Audit

The International Studies degree is a transfer program that prepares students for future study in a variety of fields. The curriculum is designed for students planning to transfer to baccalaureate programs with an international or global focus in such subjects as foreign language or literature, area studies, international relations and international studies. The courses required in the International Studies curriculum are designed to be transferable to other colleges and universities. The program, although relatively new, is growing; the students are performing well, and the affiliated faculty have secured outside financial resources to further develop the program. Program Student Learning Outcomes are being assessed; however, several of the SLOs are dependent on General Education Outcomes assessment. Recommendations focus on growing the program and reporting on results from a recently received DoE grant as well considering the program level SLOs effectiveness and viability.

Pertinent data included:
- The program has seen strong growth in the past five years (from 6 to 46 students).
- International Studies (IS) students are more likely to be college level and less likely to be part time.
- IS students are performing well academically; they are more likely to graduate, have slightly higher GPAs, are more likely to transfer, finish in fewer semester with fewer credits attempted than their peers.
- The program is up to date with program SLO assessment and has performed well on QVIs.

Recommendations for the program included:
1. Make a determination about the coherence of explicit curricular pathways in the program.
   The program has recently received funding to create a new introductory course and to pilot 'tracks' within the program that focus on regions of the world. The results of the pilot study should be shared at the end of the grant period.
2. Explore ways to increase program size through a program management plan.
   The program has shown good growth in the past few years; it will be important to continue this growth through effective program management. This would include developing ways to continue to recruit and retain additional students as well as identifying appropriate milestones and triggers to increase already high retention and graduation rates.
3. Further refine Program Student Learning Outcomes.
   Currently program SLOs rely, partially, on general education outcomes which are a residual from the time the program was a Liberal Arts option. Given the changes being piloted in the program, there may be opportunities to revise the SLOs to make them more specific to the learning taking place within the program.

Summary of Justice Audits (AAS and Academic Certificate)

Students of The Justice Program at Community College of Philadelphia can earn both an Associate's Degree and an Academic Certificate. This program has been through several iterations since it was first offered at CCP in 1971. It was designed in conjunction with justice leaders from the Philadelphia area. It provides essential knowledge and skills for people new to or already working in the justice field. The curriculum offers four concentrations: Police, Corrections, Parole/ Probation, Corporate/ Homeland Security. Each concentration is career oriented, focuses on a different area in the Justice field, and is designed to enable students to pursue their own professional interests. Program faculty are very engaged in both the life of the College, in their professional communities and within the City at large. Justice is preparing for its second full round of student learning outcomes assessment, which will examine the impacts of their closing the loop activities.

Pertinent data included:

- Justice enrollment has more than tripled in the past five years.
- The Associate Degree's graduation rate is triple that of the College average even though it is composed of a similar proportion of developmental students and college ready students.
- The Justice Program records a stronger proportion of students in good academic standing, higher program retention, and a lower dropout rate than the Division and College.
- Justice has a high level of efficiency in terms of the level which courses are filled. The Program can be taken either fully online or in the classroom.

Recommendations for the program included:

1. Evaluate the merits of the Justice Certificate and assess whether the certificate provides value to the holder.

    In 2014, all students who received a Justice Certificate also received a Justice Degree at the same time or prior to receiving the certificate. Additionally, there is some question as to whether a certificate alone contributes to employment opportunities—faculty, the advisory committee and former certificate students should be consulted.

2. Clarify the role of the concentrations within the degree.

    There has been some student misunderstanding about whether students are required to complete the requirements for a concentration or if a concentration is a mandatory part of the program. Faculty indicate that the concentrations are simply pathways for students interested in particular employment opportunities.

3. Continue to develop the processes used to gather data on current students.

    The Justice Program currently administers surveys; however the Program must create a formalized, regular process for collecting information, analyzing results, and disseminating and using the findings. This is an important part of the process for assessing student learning outcomes.

STUDENT OUTCOMES COMMITTEE OF THE
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MINUTES
Thursday, October 2, 2014
1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Judith Gay, Dr. Donald Generals, Dr. Samuel Hirsch, Ms. Mary
Horstmann, Dr. Judith Rényi

Guests: Ms. Joewanna Freeman**,** Dr. Marian McGorry, Mr. John Moore

(1)   Executive Session

None

(2)   Public Session

a) Approval of Minutes of September 4, 2014 (Action Item)

The minutes were accepted.

b) Enrollment Update (Information)

Dr. Hirsch stated that the College has not completed enrollment for the
semester, but currently enrollment of full-time students is down and enrollment
of part-time students is up. Headcount is up about .5% and FTE enrollment is
down about 1%. In comparison to most of the other Pennsylvania community
colleges, Community College of Philadelphia numbers have been steady for the
past few years. Dr. Hirsch will present trend information at a future meeting.
There was a discussion of factors related to enrollment trends. Factors
identified included: cost; increases in employment; the competitive college
environment.

Ms. Holland asked how dual enrollment is counted. Dr. Hirsch responded that
dual enrollment students are counted as part-time students.

There was a discussion about the impact of enrollment on the budget. Dr.
Generals stated that the budget is driven by credit hours.

c) Middle States Update (Information)

Dr. Gay provided a brief overview of progress responding to the concerns of
the Middle States Commission on Higher Education. Committee members
discussed the cultural change needed in using assessment information.
Committee members stated that they want to understand how the faculty are
assessing courses and programs. Dr. Gay stated that the department head for
Chemistry, Prof. Kathy Harter, is conducting a presentation at the Board

meeting showing how her department has engaged in assessment.

d) Academic Audit Schedule (Information)

Dr. Gay distributed documents requested by Ms. Holland: a list of discontinued programs and lists regarding the status of audits by academic division. Dr. Gay explained that the list of discontinued programs is organized by date of recommendation by the Student Outcomes Committee and that the proficiency certificate decisions were made at the level of the deans and vice president for Academic Affairs. Dr. Gay said the proficiency certificate decisions could be included at the Committee level. Committee members agreed that at this time they do not need to discuss discontinuing all proficiency certificates. Dr. Gay mentioned that moving forward the intention is to review proficiency certificates at the same time as the audits of degree programs and academic certificates since they are stackable.

Ms. Holland stated that she wants the Committee to understand how decisions are made at the College and the impact on the institution. Dr. Gay stated that Mr. Moore, director of Academic Assessment and Evaluation has asked to have a discussion with the Student Outcomes Committee about what they want to see in the audit information. The Student Outcomes Committee agreed that is a good idea and the discussion should be included on the next agenda. Dr. Rényi stated that she believes the audit should include a connection to the Strategic Plan. Dr. Gay stated that the connection to the Strategic Plan used to be part of the audits. Earlier committees wanted that information removed and wanted the audits to be shorter; as a consequence, reductions in the narrative have been made over time. Committee members agreed there should be less narrative. Ms. Holland stated that there should be strategic questions about the future and the value to the institution. The entire community should have a voice. The College should look at trends and be curious about them. Dr. Generals stated that he is planning discussions with the broader community. The first three conversations will be with: workforce development community; West Philadelphia community; Latino community. There will also be board retreats starting with the Executive Committee and then with the full Board in January or February. Dr. Generals said Board members are invited to participate in the community meetings. He stated that he wants Board involvement at every step.

Ms. Horstmann stated that she would like to know how faculty approach teaching and how they are held accountable for the practices they use. Dr. Gay stated that there is a faculty survey that shows increases in faculty use of practices associated with greater student engagement and success.

Ms. Holland asked that before the next meeting Committee members should identify what they really want to know. Committee members agreed that they want to see the template that is used to create the audits. Dr. Gay agreed to provide the audit guidelines to the Committee.

e) **Audit of Computer Information Technology AAS Degree Program and Audit of Network and Systems Administration Proficiency Certificate (Action)**

Mr. Moore provided an overview of the Computer Information Technology AAS Degree Program and the Network and Systems Administration Proficiency Certificate, including the recommendations. A particular focus of the conversation was the bi-modal distribution in student persistence, with higher than the general College numbers in graduation and early exit. Ms. Freeman noted the early exit numbers are related to course offering patterns and there are plans to address that. In addition, Ms. Freeman commented on the department's increased focus on assessment; new use of teaching circles; interest in connecting with K-12 institutions; increasing emphasis on soft skills; and enrollment management plan. They are also working on a technology plan to address faculty concerns about computer labs. Finally, she commented that more than 30 students have now enrolled in the proficiency certificate. In the past, students seemed unaware of this option. When asked what she needs to go from a "good place to a great place," Ms. Freeman stated that the department needs to hire more faculty.

Action: The Student Outcomes Committee of the Board agreed to recommend approving the audit and recertifying the program and proficiency certificate for five years.

f) **Achieving the Dream - Leader College Recognition (Information)**

Dr. Hirsch distributed the letter explaining why the College was recognized as an Achieving the Dream Leader College for the second time.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, November 6, 2014 at 1:30 p.m. in conference room M2-34.

Attachments:

Summary of Academic Audits
Minutes of September 4, 2014
Discontinued Programs (2004-2014)
MSCHE Compliance Plan
Academic Audit Schedule
Audits: Computer Information Systems – Information Technology AAS Degree Program and the Network and Systems Administration Proficiency Certificate
Achieving the Dream letters

Community College *of* Philadelphia

Office of Academic Assessment and Evaluation
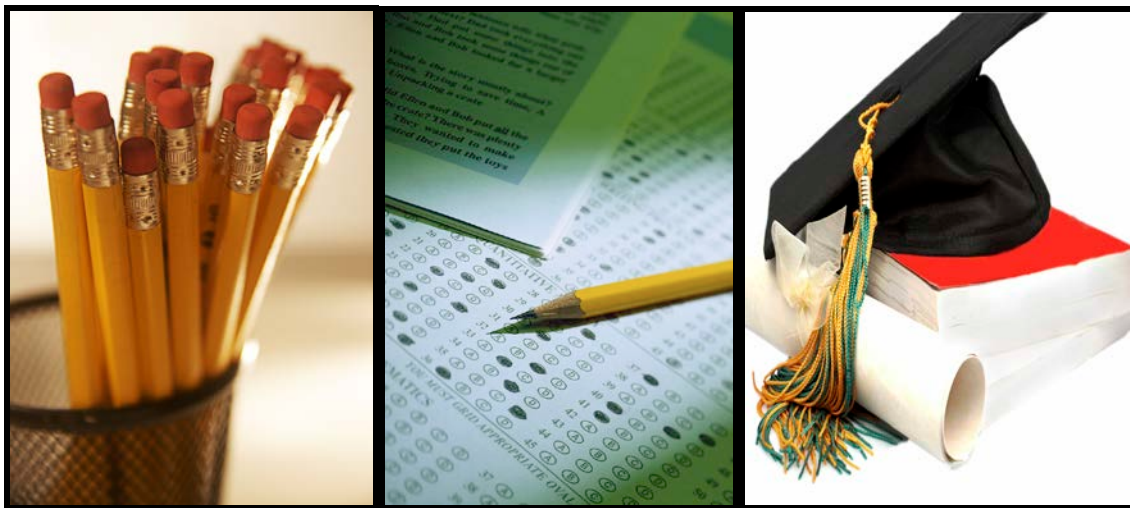
2014-2015

Academic Program Audit

Guidelines

Introduction

A five-year cycle of review of academic programs is mandated by the Commonwealth of Pennsylvania. A comprehensive process of review ensures the public that our College meets our mission by providing educational offerings that are defined by quality and relevance. Participation of faculty, division deans and the Office of Academic Assessment and Evaluation in the creation of the audit document is an important component of our process. A general outline of the audit can be found later in this guide.

More importantly, the Audit is an opportunity for the program to reflect on what the program does well and to plan for the future improvements. Rather than existing as a singular event, the Audit should be the culmination of a series of events including course assessments, 335 reports, QVIs, conversations with Advisory Committees, students, and among faculty, and ongoing programmatic and course outcomes assessment.

Purpose of the Audit

The purposes of the academic program audit process for all degree and certificate programs, then, are:

1. To ensure curriculum relevancy;
2. To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved;
3. To evaluate course and program outcomes and assessment practices;
4. To assist in meeting compliance standards and requirements;
5. To recognize program strengths and create recommendations for program improvements, changes, and (in some cases) termination.

Material from the Department

While the Department of Academic Assessment and Evaluation will gather and organize most of information for the audit, there are key pieces that require departmental assistance. Specifically these are:

1. **Brief History of the Program.** What changes have been made to the program since the last audit? Specifically, how has the program addressed any previous recommendations or challenges discussed in previous audits, 335 documents, and QVIs?

2. **Future Directions of the Program and Field**. What are the current trends in the field of study, employment needs, and pedagogy; and how does the program intend to respond to these?

3. **Engagement of Program Faculty**. This should include their highest degree and courses taught. Also evidence from the past five years that program faculty a) stay relevant in their field/discipline and b) bring those experiences back to the students and program in ways that improve student learning and program success.

4. **Copy of Your Program's Curriculum Map**.

5. **Student Learning Outcomes (SLO) Assessment**. SLO data collected (from courses, student surveys, other outcome assessments) and a narrative of how that data was used to support changes in the program with specific examples. Data should include information from current student surveys (see attached for an example), course assessments, QVIs and 335 documents.

7. **Advisory Committee Information** – membership, summary of meetings and suggestions.

8. **Resources** – current resources (space, technology, equipment, etc.) and future needs.

9. **Surveys** – Programs should be regularly assessing the needs of their students: please include information from ongoing surveys of current students (see attached for example).

Some Notes on Writing

In order to maintain a consistent language for the document, it is important for those writing sections of it to maintain a neutral tone. Below are a few style suggestions for writers to help ensure that the document retains the sound of an audit with a consistent voice.

1. Provide evidence for accomplishments

> While sections of the audit certainly can highlight the best parts of a department or program, the text should attempt to avoid statements without evidence (e.g. "this is the premier program in the region.") If a department has won external or internal honors for its work, that should be noted.

> Additionally, claims about students should be followed by evidence. A statement like: "This program prepares students to excel in the workplace" need to be supported by feedback from employers.

2. Use third person language

> Because there are multiple authors, using language like "our students," "my department," or "we think that" can be confusing to readers. Replacing those with phrases like "students in the program," "the department," or "faculty who teach core courses believe" make the document more readable.

3. Avoid the use of individuals' names

> When discussing particular aspects of a program's history or recent curricular innovations, refrain from using individual names. In the section regarding faculty there is room to discuss faculty members' contributions.

These guidelines will assist in quickly merging parts of the audit together with minimal need to rework the language provided by the department.

<u>Audit Process</u>

1. The auditor will meet with program faculty member(s) to answer questions or clarify the process.

2. The auditor and department will complete their pieces and the auditor will compile and write the report.

3. The auditor will meet with the department representative and dean to review the audit.

4. The audit will be presented to the Academic Affairs Council by the auditor; the department representative will be present to answer questions.

5. The audit will be presented to the Student Outcomes Committee of the Board of Trustees by the auditor. The department representative and the dean will be present to answer questions.

If you have any questions, please contact:

The Office of Academic Assessment and Evaluation (M2-36)

John Moore

jvmoore@ccp.edu

215-972-6308

Audit Format

I. Executive Summary
II. Program-Brief Description
  A. Curriculum Sequence
  B. Future Directions in the Field/Program
III. Faculty
  A. Brief History of Program since Last Audit
  B. List of Program Faculty
  C. Engagement of Faculty in Discipline and Program
IV. Program Demographics
  A. Program Profile
    1. Headcounts and FTE Counts
    2. Course Enrollments
    3. Distribution of Students in Program (Dev., Freshman, Sophomore)
  B. Student Demographics (5 year averages)
    1. Gender
    2. Race
    3. Age
    4. Enrollment Status
    5. Developmental Status
V. Program Outcomes
  A. Retention and Graduation (5 year averages)
    1. Standing
    2. Fall – Spring Retention
    3. Fall – Fall Retention
    4. Success at Departure
    5. Course Completion
    6. GPA
    7. Time to Degree
  B. Degrees Awarded past 5 years
  C. Student Transfer by Credits Earned
VI. Student Learning Outcomes and Assessment
  A. Curriculum Map
  B. Assessment Plan
  C. Assessment Outcomes
    1. Student Surveys
    2. Course/Program Assessments
    3. QVI/mini QVI documents
    4. 335 Documentation
  D. Advisory Board Information
    1. Composition
    2. Summary of Minutes, Recommendations
VII. Resources and Needs
VIII. Demand
  A. 2 Year Programs in Area
  B. 4 Year Programs in Area
  C. National and Local Job Trends
IX. Program Costs
X. Audit Recommendations

*Lines in **Bold** are provided by the department.

Community College of Philadelphia
[Program Name] Program Survey: Current Students

We are conducting a survey of current students in the [Program Name] curriculum as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program. Please take a few minutes to respond to the following questions. Your individual responses will be held in confidence. If you have completed this survey as part of another class for this program, please do not complete a second one.

1. Are you currently attending CCP **[ ] part time** or **[ ] full time**?

2. Which of the following do you hope to accomplish in your time at CCP?
       [ ] To earn a degree or certificate
       [ ] To transfer to a four year college or university
       [ ] To obtain the skills to apply to my current job
       [ ] To obtain skills for a new job
       [ ] To take courses that interest me
       [ ] Other _____

3. What are the strengths of CCP's [major name] Program?

_____

_____

_____

4. What do you think needs to be changed or added to CCP's [major name] Program to improve the quality of program?

_____

_____

_____

Thank you for your participation.

Course Name: _____

Community College of Philadelphia

Academic Program Audit: International Studies

Authors:
John V. Moore
Chris DiCapua

Date:
October 2014

I. Executive Summary

The International Studies degree is a transfer program that prepares students for future study in a variety of fields. The program, although relatively new, is growing; the students are performing well, and the affiliated faculty have secured outside financial resources to further develop the program. Program Student Learning Outcomes are being assessed; however, several of the SLOs are dependent on General Education Outcomes assessment. Recommendations focus on growing the program and reporting on results from a recently received DoE grant as well considering the program level SLOs effectiveness and viability.

II. Program

The International Studies curriculum provides a strong foundation in global and international studies. The curriculum is designed for students planning to transfer to baccalaureate programs with an international or global focus in such subjects as foreign language or literature, area studies, international relations and international studies. The courses required in the International Studies curriculum are designed to be transferable to other colleges and universities.

Students are expected to consult with a counselor or an academic advisor upon entry into the program and in subsequent semesters. Transfer planning should begin early so that the student can gain the most benefit from the program. Students who follow the International Studies curriculum and plan to attend a specific four-year college after graduation should choose elective courses that duplicate as closely as possible those in the first two years of the program at that college.

Note: Some international programs at transfer institutions require foreign language proficiency at least through the intermediate level. It is recommended that students complete, if possible, a foreign language through the intermediate level. Students should consult with the Career and Transfer Center about foreign language requirements at transfer institutions.

A. Brief History of the Program

The Liberal Arts (A.A.) Curriculum was established at the College in 1995 in part to replace the General Studies Curriculum. When the Liberal Arts Curriculum was approved, four options were created, one of which was the Liberal Arts – International Studies Option. The Option was designed for students who wished to pursue global studies and transfer as majors in such programs as foreign language or literature, international relations, international studies, area studies, world history, geography and other globally focused fields of study. In 2008, the option was made into an independent curriculum titled the International Studies Curriculum. As compared to the

International Studies Option, the International Studies Curriculum provides students with a more flexible yet focused range of elective choice options. The curriculum offers better opportunities for students transferring into a variety of international and global studies programs at the baccalaureate level and better reflects both the expanded range of internationally focused courses created at the College since 1995 and current patterns of course offerings.

B. Curriculum Sequence

Courses	Pre- or Co- Reqs	Credits	Gen Ed Req
First Semester			
ENGL 101 - English Composition I		3	ENGL 101
MATH 118 - Intermediate Algebra (or higher)		3	Mathematics
Foreign Language[1]		3	Am/Global Div.
CIS 103 - Applied Computer Technology		3	Tech Comp
Science Elective[2]		3-4	Natural Science
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 ("C" or better)	3	ENGL 102, Info Lit
Humanities Elective[3]		3	Humanities
Artistic/Oral		3	
Foreign Language[1]		3	
Social Science Elective		3	Social Sciences
Third Semester			
American Diversity[3]		3	
Science Elective[2]		3-4	
Foreign Language or Social Science (Global Diversity) or Humanities Elective (Global Diversity)[1,3]		3	
Social Science Elective (Global Diversity)[3]		3	
Humanities Elective (Global Diversity)[3]		3	
Fourth Semester			
Foreign Language or Social Science (Global Diversity) or Humanities Elective (Global Diversity)[1,3]		3	
Any 200-level ANTH, GEOG, PSYC or SOC		3	
Humanities Elective (Global Diversity)[3]		3	
General Elective		3	
General Elective		3	

[1] One year of foreign language study is required. Students may do so at the elementary or intermediate level. It is recommended that students study a foreign language through the intermediate level.

[2] One course must be a laboratory science.

[3] See Liberal Arts Course Selection Guide

C. Curriculum Map

Required Courses	Analyze, explain, and evaluate a wide range of global and international topics and demonstrate cultural and global awareness	Communicate effectively in another language—at least at the elementary level in all four language skills (listening, speaking, reading and writing)	Write effectively in English	Access, organize, document and present data in written form using technological means	Examine and describe the natural world by using scientific/research methods and problem-solving strategies
					Programmatic Student Learning Outcomes
Engl 101 – English Composition I			I		
Math 118 – Intermediate Algebra or higher					I
Foreign Language		I			
CIS 103 – Applied Computer Technology				I	
Science elective					I
Engl 102 – The Research Paper			R		
Humanities Elective	I				
Artistic/Oral	I, R				
Foreign Language		R			
Social Science Elective					I
American Diversity (Hum or Soc Sci)	I, R				
Science Elective					R
Foreign Language or Social Science or Humanities Elective	Hum El - R	FL - R			Soc Sci - R
Social Science Elective					R
Humanities Elective	R				
Foreign Language or Social Science or Humanities Elective	Hum El - R	FL -M			Soc Sci - R
Any 200-level Anthropology, Geography, Psychology or Sociology					Soc Sci - M
Humanities Elective	Hum - M				
General Elective					
General Elective					

Key: I = Introduced; R = Reinforced ; M = Mastered

D. Future directions in the field/program

Many believe that students trained in International Studies will be increasingly desirable as global interconnectedness grows.

> *Opportunities for positions requiring international knowledge and skills are increasing and have created a need for graduates who are highly skilled, interculturally attuned and able to think and act globally/locally, as well as being bilingual.[1]*

Given the variety of majors that International Studies hopes to transfer students into, the program will need to continue to provide a number of experiences for those enrolled. Typically International Studies programs include one or more of the following areas:

- the political, social, economic and cultural relationships within the international system
- foreign policy, diplomacy and other modes of interaction between the countries of the world
- the significance of foreign societies, cultures and systems of government
- the international movement of people as immigrants, refugees, workers, students, tourists and investors
- the role of international organizations
- the globalization of the world economy
- foreign languages
- history.

The College recently received a 2 year grant from the US Department of Education (International Education Programs, Undergraduate Studies and Foreign Language Program). This grant was given to support the program's efforts to:

1. Promote student awareness and knowledge of less commonly taught languages and their role in cultural identity, history, and diversity,
2. Build capacity by enhancing the International Studies Degree program.

Specifically, the program will use the grant as an opportunity to develop a new course (introduction to international studies), to create and pilot area studies concentrations for the program, and to create a mechanism for graduating program students with distinction.

III. Profile of Faculty

There are no faculty members specifically designated as "International Studies Curriculum faculty." Faculty who teach students enrolled in the Curriculum reside in their appropriate academic department. All full time and part time faculty must meet the minimum educational and experiential requirements defined by the individual department/discipline. Each academic department has an approved faculty evaluation plan guiding both developmental and

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[1] http://www.rmit.edu.au/programs/bp048

summative evaluation – helping to ensure that faculty remain current in their discipline. Faculty elect to participate in a variety of professional development activities.

The International Studies Curriculum has a program supervisor, whose duties include promoting the curriculum, outreach to students and prospective students, advising students on courses at CCP and on transfer possibilities, assessing learning outcomes, and recommending needed changes to the curriculum.

IV. Program Characteristics

A. Student Profile
   The program has seen strong growth in the past five years (from 6 to 46 students (700%)). Demographically, students in the program look like those at the College, with two exceptions: International Studies students are more likely to be college level and less likely to be part time. (Table 1).

Table 1. Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Int'l Studies	Headcount	6	47	57	64	52	45.2	767%
	FTE Headcount	5	38	48	53	42	37.2	740%
Liberal Arts	Headcount	8,892	8,711	8,717	8,215	8,058	8518.6	-9%
	FTE Headcount	6,313	6,176	6,135	5,747	5,648	6003.8	-11%
College	Headcount	19,047	19,502	19,752	18,951	19,065	19263.4	0%
	FTE Headcount	13,360	13,697	13,681	13,112	13,162	13402.4	-1%

Table 2. Demographics

Demographics: Running 5 Year Average

	Int'l Studies	Liberal Studies	College
Female	63.4%	62.5%	64.4%
Male	36.4%	36.9%	35.1%
Unknown	0.2%	0.6%	0.5%
Native American	1.3%	0.5%	0.5%
Asian	7.0%	5.2%	7.2%
African American	41.7%	49.3%	48.4%
Latino/a	3.7%	6.0%	5.7%
White	29.7%	25.4%	25.1%
Other	3.5%	3.5%	3.5%
Unknown	13.1%	10.1%	9.6%
16 – 21	33.4%	32.6%	32.6%
22 – 29	47.0%	34.5%	36.1%
30 – 39	11.4%	15.6%	16.9%
40 +	8.0%	16.1%	13.3%
Unknown	0.2%	1.2%	1.1%
Full Time	54.3%	33.7%	31.2%
Part Time	45.7%	66.3%	68.8%
All Developmental	13.9%	29.2%	28.2%
Some Developmental	39.7%	46.5%	43.7%
College Level	46.4%	24.3%	28.1%

Figure 2: Student Distribution Pattern

Distribution of Students in Program

Category	Int'l Studies	Lib Arts	College
Sophomore	53.2%	43.5%	42.7%
Freshman	42.3%	44.4%	45.4%
Developmental	4.5%	12.1%	11.9%

Legend: ■ Developmental ■ Freshman ■ Sophomore
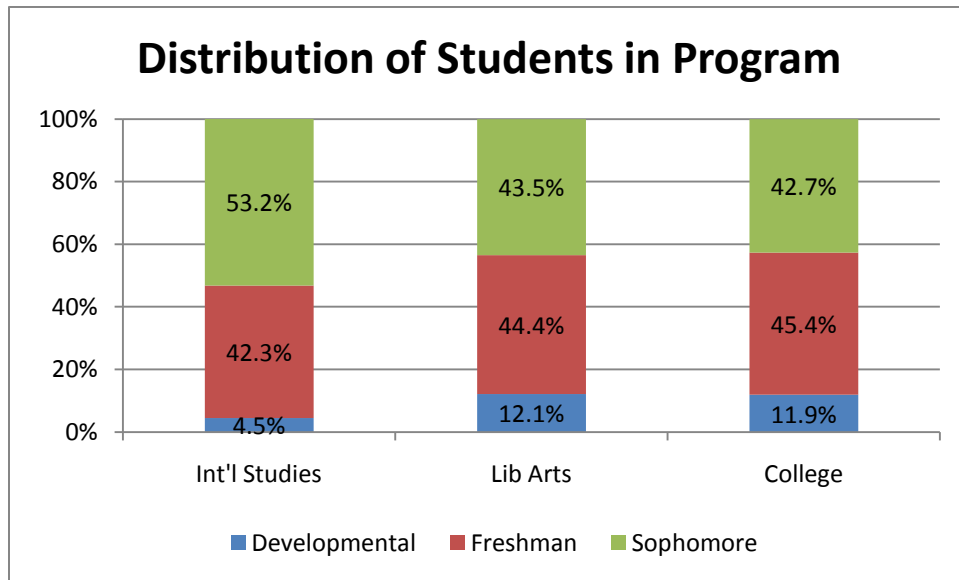
B. Student Outcomes

Students in the International Studies (IS) program have successes much like their peers in other majors with a few exceptions. IS students are more likely to graduate (16% vs. 3% in an average Fall to Spring period; 32% vs. 8% in an average Fall to Fall period; and 35% vs. 10% graduation rate at departure). Students also have slightly higher GPA during their time here (2.99 vs. 2.65) and at graduation (3.19 vs. 3.08). Students are more likely to transfer at every level of departure (Figure 4). Finally, they finish more quickly, with fewer credits attempted than their peers (Table 5).

Table 4. Outcomes Data: 5 Year Averages

		Int'l Studies	Lib Arts	College
Standing	Good Standing	84.6%	82.3%	85.0%
	Probation	13.7%	15.7%	13.5%
	Dropped	1.7%	2.0%	1.6%
Fall-Spring Retention	Returned/Same	63.9%	64.4%	65.8%
	Returned/Different	2.7%	6.4%	5.2%
	Graduated	16.2%	2.4%	2.1%
	Did Not Return	17.2%	26.8%	26.9%
Fall-Fall Retention	Returned/Same	28.4%	36.7%	36.7%
	Returned/Different	3.7%	8.6%	8.6%
	Graduated	31.9%	8.4%	8.4%
	Did Not Return	36.1%	46.4%	46.4%
Success at Departure	Graduated	34.8%	10.5%	10.0%
	Long Term Success	24.2%	37.3%	36.2%
	Short Term Success	26.3%	14.3%	17.2%
	Unsuccessful	14.7%	37.9%	36.6%
Course Outcomes	Course Completion	94.6%	86.4%	88.2%
	GPA	2.99	2.66	2.65

Table 5: Degrees Awarded

College

Lib Arts
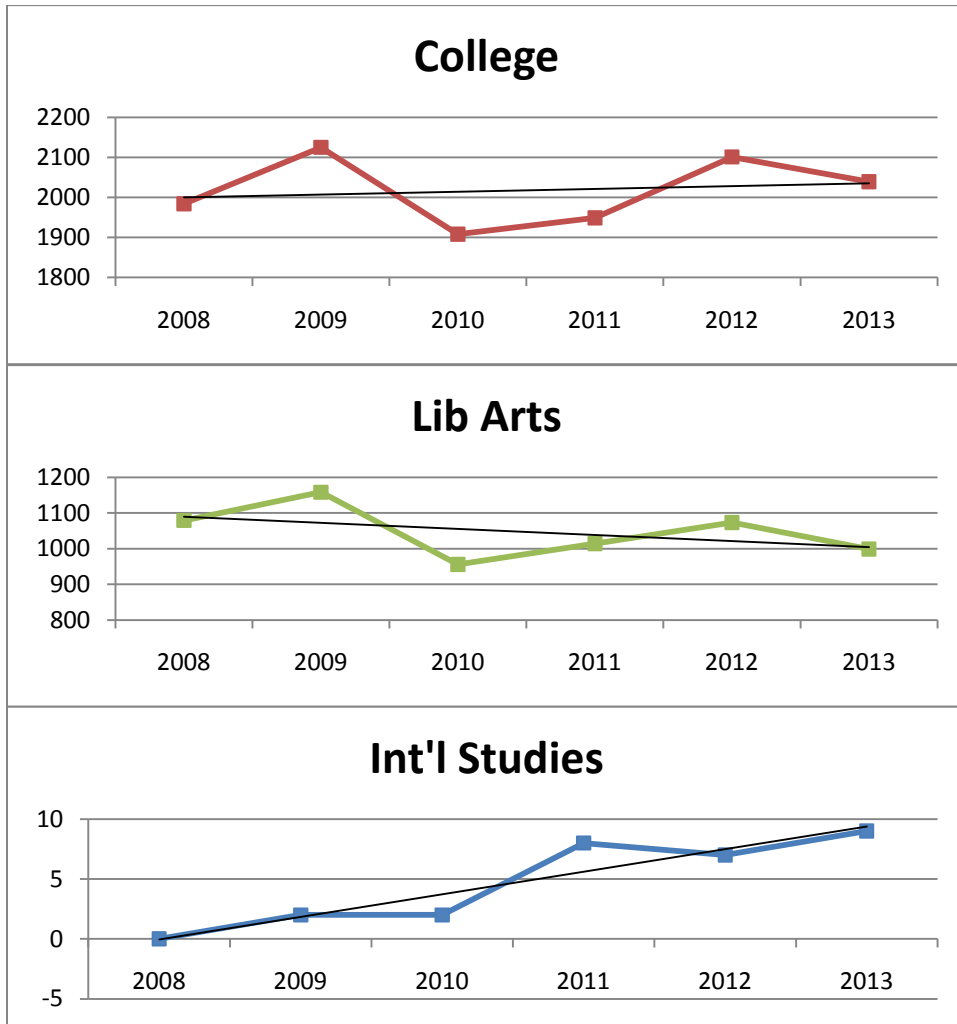
Int'l Studies

Table 5: Time to Degree[2]

Median Statistics for Program Graduates

	Int'l Studies	Lib Arts	College
Years to Degree	4.1	4.8	4.7
Credits Attempted	81.5	83	85
Credits Earned	65	66	68
GPA	3.19	3.05	3.08

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[2] Students with no prior enrollment in U.S. higher education who graduated in academic year 2012-2013 with only one Associate's degree.

Figure 3. Transfer by Departure Status[3]

% Students who Transferred
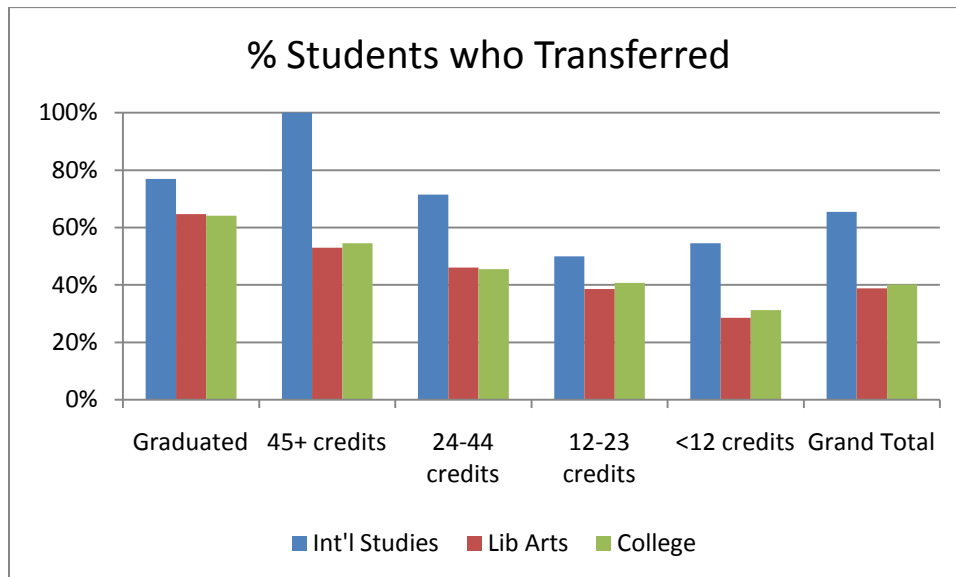
C. Student Surveys
There were too few students who have completed the graduation survey to make any meaningful statement about their success.

V. Learning Outcomes and Assessment

A. Program Student Learning Outcomes

Upon completion of this program graduates will be able to:

- Analyze, explain, and evaluate a wide range of global and international topics and demonstrate cultural and global awareness.
- Communicate effectively in another language-at least at the elementary level in all four language skills (listening, speaking, reading and writing).
- Write effectively in English.
- Access, organize, document and present data in written form using technological means.
- Examine and describe the natural world by using scientific/research methods and problem-solving strategies.

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[3] Fall 2005- Fall 2010 Cohorts

B. Outcomes Assessment
Three of the five of the outcomes in the International Studies curriculum are based on the general education requirements. This poses certain challenges for the program; first the program owns none of the courses so it is difficult for the program to identify their students in other courses. Secondly, although the program is growing, it can be difficult to reach enough students to make a statement about their success.

C. Quality/Viability Indicators
Prior QVIs have indicated that the program has both high viability and quality.

VI. Resources
The program uses standard classrooms, no special resources are required.

VII. Demand and Program Management
CCP's program is the only AA in international studies in the area. There are 5 Bachelor's level programs: University of Pennsylvania, Swarthmore College, Bryn Mawr College, Drexel University, and Saint Joseph's University. Although many additional schools have majors in foreign languages, international business, political science, history, etc. As an AA program, International Studies is covered under all the College's Dual Admissions Agreements. Additionally, IS has separate program transfer agreements with Rosemont College and Arcadia University.

Table 7: National Jobs Outlook

Career	Annual Salary	Growth	Degree
Political Scientist	$ 102,000	21%	Master's
Interpreters/Translators	$ 45,430	46%	Bachelor's
Postsecondary Teachers	$ 68,970	19%	Doctorate
Historian	$ 52,480	6%	Master's
High School Teachers	$ 55,050	6%	Bachelor's
Geographers	$ 74,760	29%	Bachelor's
All Jobs	--	14%	--

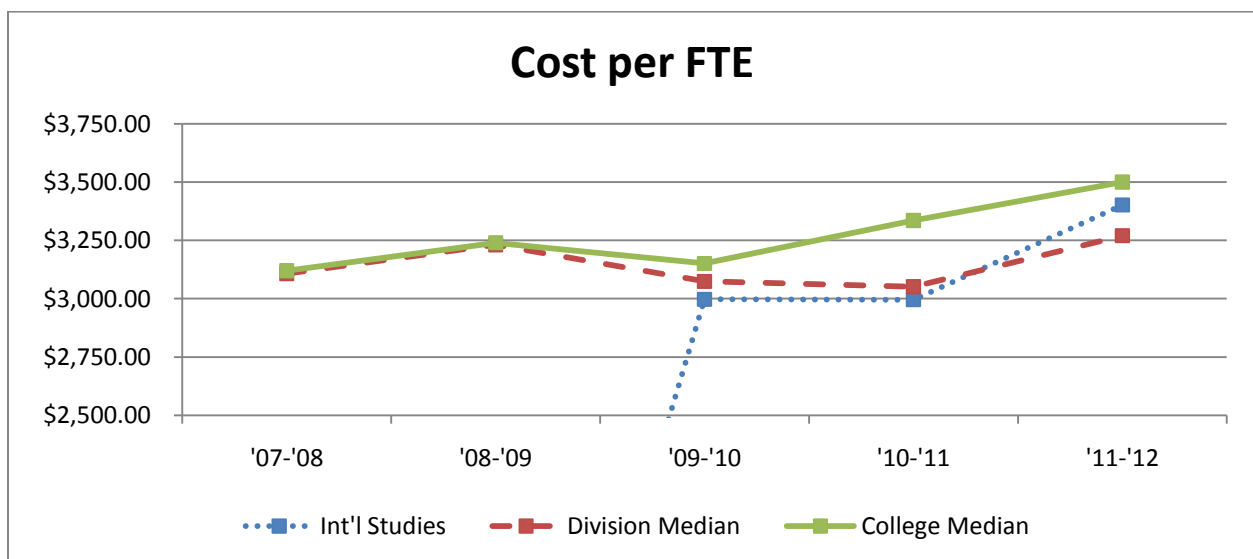Figures 4a and b: Regional Degree Completions and Job Openings[4]
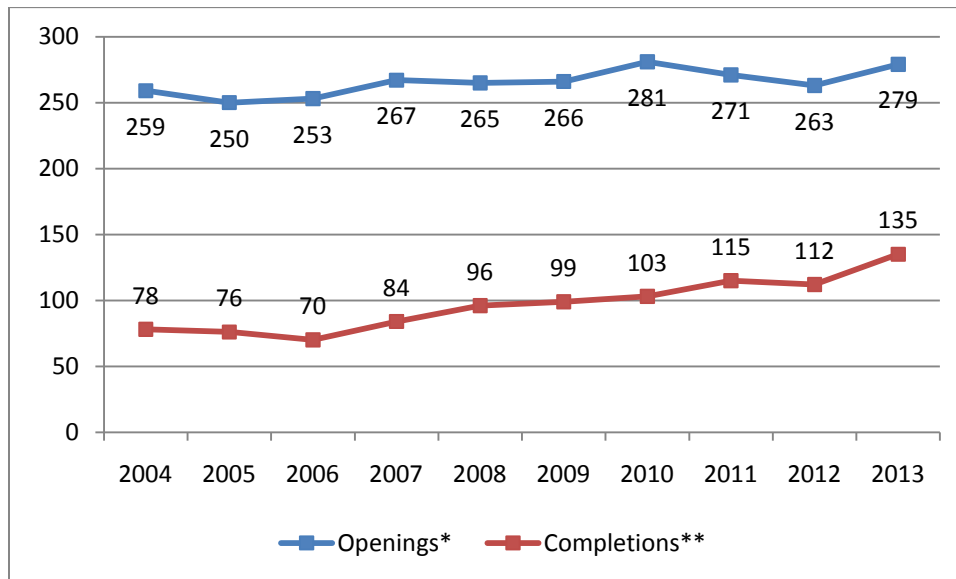
*Political Scientists, Social Scientists, Interpreters and Translators
**Associates and Bachelor's Degrees

VIII. Operating Costs
The International Studies program has costs similar to or lower than the Division and the College.

Figure 5: Operating Costs / FTE

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[4] Includes degrees and job openings at all education levels.

IX. Findings and Recommendations

1. Make a determination about the coherence of explicit curricular pathways in the program.
    The program has recently received funding to create a new introductory course and to pilot 'tracks' within the program that focus on regions of the world. The results of the pilot study should be shared at the end of the grant period. The tracks may make students more viable as transfer students into more specific programs.
Timeline: By grant completion.
Persons Responsible: Program Coordinator, Dean.

2. Explore ways to increase program size through a program management plan.
    The program has shown good growth in the past few years; it will be important to continue this growth through effective program management. This would include developing ways to continue to recruit and retain additional students as well as identifying appropriate milestones and triggers to increase already high retention and graduation rates as well as following students after graduation (into transfer institutions).
Timeline: End of Spring 2015.
Persons Responsible: Program Coordinator, Program Affiliated Faculty.

3. Further refine Program Student Learning Outcomes.
    Currently program SLOs rely, partially, on general education outcomes which are a residual from the time the program was a Liberal Arts option. Given the changes being piloted in the program, there may be opportunities to revise the SLOs to make them more specific to the learning taking place within the program. The program will need to explore ways to capture information about their students, who are taking courses in a variety of programs.
Timeline: End of Spring 2015.
Persons Responsible: Program Coordinator, Program Affiliated Faculty, Director of Assessment and Evaluation.

Community College of Philadelphia

Academic Program Audit

Justice Program
AAS, Academic Certificate

Authors:
Christine McDonnell
John V. Moore III
Tom Quinn

Date: October, 2014

I. Executive Summary

Students of The Justice Program at Community College of Philadelphia can earn both an Associate's Degree and an Academic Certificate. This program has been through several iterations since it was first offered at CCP in 1971. Originally focused on law enforcement, Justice currently focuses on fighting crime, protecting the public, and working within the court system.

The program has accomplished much over the past five years. Justice enrollment has more than tripled in the past five years. The Associate Degree's graduation rate is triple that of the College average even though it is composed of a similar proportion of developmental students and college ready students. The Justice Program records a stronger proportion of students in good academic standing, higher program retention, and a lower dropout rate than the Division and College. Additionally, the Justice Program has a high level of efficiency in terms of the level which courses are filled. Program faculty are very engaged in both the life of the College, in their professional communities, and within the City at large. The Program can be taken either fully online or in the classroom. Justice is preparing for its second full round of student learning outcomes assessment, which will examine the impacts of their closing the loop activities.

II. Program

The Justice program, designed in conjunction with justice leaders from the Philadelphia area, provides essential knowledge and skills for people new to or already working in the justice field. The curriculum offers four concentrations: Police, Corrections, Parole/ Probation, Corporate/ Homeland Security. Each concentration is career oriented, focuses on a different area in the Justice field, and is designed to enable students to pursue their own professional interests.

The program focuses on how to fight crime, protect the public, and work within the court and corrections systems. Students learn about challenges, operations and administration of the criminal justice system, and develop a range of skills involving law and evidence in legal proceedings; the interrelationship among police, courts and the correctional process; and how to work with troubled youth. Upon completing the Justice program, students will be prepared to work as state or municipal police officers/troopers, state or municipal corrections officers, parole and probation officers, private security managers, private investigators, homeland security investigators/screeners and youth detention counselors, or transfer to a four-year college. This program is offered through traditional classroom instruction and online courses, as an academic certificate or associates degree. Students can earn the entire degree online.

   A.   History and Revisions to the Curriculum
   In 1995 the Justice Program modified its curriculum to create the basic framework the program uses today. The Program adopted four distinct clusters or concentrations: Police, Corrections, Parole (now Parole and Probation), and Commercial Security (now Corporate/Homeland Security). These clusters encompass groups of courses that serve to guide students towards courses in their area of interest; however, students may take courses in any cluster. Police courses have the highest

enrollments, followed by Parole and Probation, with Corrections and Commercial Security having the lowest enrollments.

The Justice Certificate was created for two reasons: to entice people into the program who are not ready to commit to an associate degree and to educate students in a range of skills that will help them secure employment and/ or advance in their careers.

CCP has a longstanding partnership with the Philadelphia Police Department and other organizations that employ Justice graduates. In 1999, CCP began allowing police officers who graduated from the Police Academy to earn 15 credits towards a Justice Degree. Additionally, CCP offers six credits toward a Justice degree for Philadelphia Prison Training graduates. Faculty in the Justice Program have practical, hands-on experience and connections in the field. They use this knowledge to constantly evaluate the skills their graduates need to succeed and to make modifications to the program. In the early 2000's it became evident that more Justice students were transferring to four year institutions and that the curriculum needed to place more emphasis on improving students' writing skills to better prepare students for these institutions. Changes were made to the curriculum to increase writing assignments and require more analytical and conceptual emphasis. To stay up to date with current trends in justice, an organized crime course was added to the curriculum in 1997. In 2007, the program added Introduction to Terrorism to reflect an increased nationwide emphasis on terrorism.

Since the last Audit, the Justice Program added online courses to become a fully online program. This change came gradually, not only at the request of the College, but by employers in the field who requested more online courses so employees could have more flexible learning opportunities. Additionally, the Program has a good relationship with the Police Commissioner who has developed a referral system for potential PPD employees.

B1. Curriculum Sequence (Degree)

Course Number and Name	Prerequisites and Co-requisites	Credits	Gen Ed Req.
First Semester			
JUS 101 - Survey of Justice		3	
JUS 171 - Juvenile Justice		3	Social Sciences
ENGL 101 - English Composition I		3	ENGL 101
SOC 101 - Introduction to Sociology		3	Writ Int., Int Stud, Am/Glob Div
CIS 103 - Applied Computer Technology		3	Tech Comp
Second Semester			
PSYC 101 - Introduction to Psychology		3	
JUS 241 - Criminal Law	JUS 101 or PLS 101	3	
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
Third Semester			
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
JUS 291 - Contemporary Issues in Justice	JUS 101, 171 and 241	3	
MATH 118 - Intermediate Algebra (or higher)		3	Mathematics
Natural Science			Natural Science
Fourth Semester			
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
Directed Elective1		3	
Directed Elective1		3	
Directed Elective1		3	
Humanities Elective		3	Humanities
Minimum Credits Needed to Graduate		60	

Concentration courses listed on bottom of next page.

B2. Curriculum Sequence (Academic Certificate)

Course Number and Name	Prerequisites and Co-requisites	Credits	Gen Ed Req.
First Semester			
JUS 101 - Survey of Justice		3	
JUS 171 - Juvenile Justice		3	Social Sciences
ENGL 101 - English Composition I		3	ENGL 101
MATH 118- Intermediate Algebra (or higher)			
CIS 103 - Applied Computer Technology		3	Tech Comp
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
JUS 241 - Criminal Law	JUS 101 or PLS 101	3	
Concentration course - select one from the list below	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list below	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list below	JUS 101 (except for BHHS 121)	3	
Minimum Credits Needed to Graduate		**30**	

*All students in the Corporate/Homeland Security concentration must take JUS 105 - Introduction to Corporate and Homeland Security as one of their concentration courses.

Police:
JUS 121 - Legal Issues in Justice and Human Services
JUS 151 - Police Operations
JUS 181 - Community Relations
JUS 201 - Introduction to Terrorism
JUS 221 - Criminal Investigation
JUS 251 - Comparative Police Systems
JUS 261 - Criminal Evidence and Procedure
JUS 281 - Organized Crime
Corrections:
JUS 121 - Legal Issues in Justice and Human Services
JUS 221 - Criminal Investigation
JUS 235 - American Correctional Institutions
JUS 237 - Community-Based Corrections
JUS 281 - Organized Crime
BHHS 121 - Foundations of Addiction Studies

Parole/Probation:
JUS 121 - Legal Issues in Justice and Human Services
JUS 181 - Community Relations
JUS 221 - Criminal Investigation
JUS 237 - Community-Based Corrections
JUS 281 - Organized Crime
BHHS 121 - Foundations of Addiction Studies
Corporate/ Homeland Security:
JUS 105 - Introduction to Corporate and Homeland Security*
JUS 181 - Community Relations
JUS 201 - Introduction to Terrorism
JUS 221 - Criminal Investigation
JUS 261 - Criminal Evidence and Procedure
JUS 281 - Organized Crime

C. Curriculum Map Justice Curriculum

The Justice curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

Required Courses	Programmatic Learning Outcomes			
	Demonstrate the skills and knowledge necessary to succeed as professionals in the Justice field.	Articulate the role and importance of law and evidence in formalized legal proceedings, and apply these concepts to worksite.	Explain the intricate interrelationships of the police, courts, and the correctional process in the field of criminal justice.	Work with troubled youth and apply contemporary techniques used in the investigation and apprehension of the juvenile offender.
JUS 101- Survey of Justice	I	I	I	
JUS 171- Juvenile Justice	I	I	I	I
JUS 241- Criminal Law	I	I	I	
JUS 291 – Contemporary Issues in Justice	R	R	R	
Concentration Courses				
JUS 105 – Introduction to Corporate and Homeland Security	I	I	I	
JUS 121- Legal Issues in Justice and Human Services	R	R	R	I
JUS 151 – Police Operations	R	R	R	
JUS 181- Community Relations	R	R	R	I
JUS 201 – Introduction to Terrorism	R	I	R	I
JUS 221 – Criminal Investigation	R	R	R	I
JUS 235 – American Correctional Institutions	I	I	I	R
JUS 237 – Community-Based Corrections	R	R	R	
JUS 251 – Comparative Police Systems	R	R	R	
JUS 261 – Criminal Evidence and Procedure	R	R	R	
JUS 281 – Organized Crime	I	R	I	
BHHS 121- Foundations of Addiction Studies	R			R

Key: **I**—Introduced, **R**—Reinforced and opportunity to practice, **M**—Mastery at exit level, **A**—Assessment evidence collected

D. **Future Direction for the Field/ Program**

As a result of tightening federal, state, and local budgets, as well as concern about crime and terrorism, the world has seen an increased demand for security. Security companies are expected to provide security at schools, hospitals, nursing homes, and gaming establishments (casinos). Private security firms are also taking over security duties previously provided by police departments. For example, private firms now provide security at public events and in some residential neighborhoods. This, perhaps, opens opportunities for additional partnerships with organizations like TSA (similar to the one established with the Philadelphia Police).

III. Profile of the Faculty

A. **Program Faculty**

Faculty Member	Position	Courses Taught
Tom Quinn, M.S. Criminal Justice	Assistant Professor, Curriculum Coordinator	Survey of Justice; Juvenile Justice; Community-Based Corrections; Comparative Police Systems; Introduction to Corporate and Homeland Security
Tom Doyle, M.S. Criminal Justice	Associate Professor	Organized Crime; Contemporary Issues in Justice
Dave Freeman, J.D.	Assistant Professor	Juvenile Justice; Criminal Investigation; Criminal Law; Criminal Evidence and Procedure
Mark Jones M.S. Criminal Justice	Assistant Professor	Legal Issues in Justice and Human Services; Police Operations; Community Relations
Maria Daniel, J.D.	Assistant Professor	Juvenile Justice; Criminal Law; Criminal Investigation; Criminal Evidence and Procedure
William Love, J.D.	Assistant Professor	Survey of Justice; Legal Issues in Justice and Human Services; Juvenile Justice; Criminal Law; Contemporary Issues in Justice

B. **Faculty Engagement**

The Justice Program faculty participates in a variety of activities at the College. They are members of advisory boards (other than Justice), and participate in hiring committees and curriculum development groups. Every semester as part of the Justice Speaker Series, faculty members recruit law enforcement experts to visit CCP and talk to students about their experiences in Justice. Faculty are also engaged in reviewing possible transfer and articulation agreements with a number of four year institutions and also participate in partnerships with the Philadelphia Police Department and Philadelphia Prison System. Additionally at the College, our faculty are involved with the Judicial Appeals Committee, are members of the Leadership Institute, Diversity Committee and Foundation Mini Grant Committee.

The Justice faculty participate in 'open house' events, the Major's Fair and Professional Development activities. The faculty organize and present an annual career and transfer fair for Justice and paralegal students and publish a semiannual Justice newsletter. They lead and participate in annual Constitution Day events and are active members of the Fox Rothschild Center for Law and Society as well as major contributors to the annual Law and Society Week events. Additionally, as members of the Center for Law and Society, Justice faculty participate in Wills for Heroes, a new collaboration between the Pennsylvania Bar Association and Physicians for Social Responsibility and in a High School Day sponsored by the Center. Faculty members teach Continuing Legal Education in the areas of Constitutional Law and Criminal Law

and also participate as volunteers with the Good Shepherd Mediation Services, the Women's Leadership Conference, Philly VIP, and the National Constitution Center.

IV. Program Characteristics

  A. Student Profile

  The headcount for the Justice program has increased over the past 3 years; between 2000 and 2010 the Justice degree averaged 299 students a year and the Certificate Program averaged a little over 1 student per year. 2011 saw a dramatic change with enrollment increasing by 87% for the Justice degree in just one year, and continuing on an upward trend. Part of the increase in enrollment can be attributed to the Justice Program transitioning from a select program to a non-select program. This change coincides with the increase in enrollment in the Justice Program. Enrollment for the Certificate increased from an average of 1 student per year from 2000 to 2010 to 14 students in 2011, 25 students in 2012, and 29 students in 2013. (Table 1)

  Table 1: Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Justice	Headcount	231	247	464	613	710	453	207%
	FTE Headcount	164	173	337	443	534	330	226%
Justice Certificate	Headcount	1	0	14	25	29	14	---
	FTE Headcount	1	0	11	20	20	10	---
Liberal Studies	Headcount	8892	8711	8717	8215	8058	8,519	-9%
	FTE Headcount	6313	6176	6135	5747	5648	6,004	-11%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13360	13697	13681	13112	13162	13,402	-1%

  The Justice degree enrolls more females (55%) than males (45%), however taking into account the composition of the College (35% male), the Justice Degree enrolls a disproportionate amount of males compared to the general population of the College. An analysis of the composition of the Justice Certificate is difficult due to the low enrollment numbers in the Certificate. (Table 2)

  At the present, the Justice Degree enrolls a student more likely to be African American, male, and full-time than the general population on the campus. The composition of the level of college readiness in the Justice Program is similar to the composition of the College, with about one quarter of the students taking college level courses, 30% taking all developmental courses, and 45% taking some developmental courses. (Table 2)

Table 2: Demographics

Demographics: Running 5 Year Average

	Justice	Justice Certificate	Liberal Studies	College
Female	54.8%	43.4%	62.0%	64.2%
Male	44.7%	56.6%	37.5%	35.4%
Unknown	0.5%	0.0%	0.5%	0.5%
Black or African American	51.8%	--[1]	49.4%	48.0%
White	24.9%	--	24.8%	24.5%
Asian	1.9%	--	5.0%	7.4%
Hispanic	13.5%	--	10.7%	10.3%
American Indian	0.5%	--	0.5%	0.4%
Multi-Racial	2.4%	--	2.4%	2.3%
Pacific Islander	0.0%	--	0.2%	0.2%
Unknown	4.9%	--	7.1%	6.9%
16 – 21	35.8%	68.5%	32.7%	32.5%
22 – 29	35.3%	17.5%	35.1%	36.6%
30 – 39	14.0%	4.0%	15.4%	17.0%
40 +	14.1%	9.9%	15.8%	13.0%
Unknown	0.7%		0.9%	0.9%
Full Time	41.3%	42.8%	33.9%	31.2%
Part Time	58.7%	57.2%	66.1%	68.8%
All Developmental	29.6%	30.2%	29.3%	28.3%
Some Developmental	45.7%	55.5%	47.3%	43.9%
College Level	24.7%	14.4%	23.5%	27.8%

The Justice Program records a higher proportion of students in good academic standing, higher retention within the program, lower drop-out rate, and a graduation rate almost triple that of the College (Fall to Fall), relative to the population of the College. Proportionally, half as many students in the Justice program left CCP in poor academic standing, compared to the College population. The course completion and average GPA within the College, Liberal Studies, and Justice Degree program are very similar. (Table 3) These accomplishments are important when we consider that the composition of students within the Justice Program is very similar to that within the College, with only 24% of the Justice students placing at college level.

Most of the student outcomes were, on average, similar to both the Division and the College as a whole. The most noteworthy differences in student outcomes were in the success at departure, specifically within the graduated category. Ten percent of students who leave the College and the Liberal Studies Division, leave with a degree, however, one-third of the students who leave the Justice Program, leave

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[1] Numbers are too small to be meaningful for racial breakdowns.

with a degree. Additionally, 38% of the students who leave the College do so in poor academic standing, while only 18% of those who leave the Justice program do so in poor academic standing. (Table 3)

Table 3: Outcomes Data: 5 Year Averages

		Justice	Justice Cert	LS	College
Standing	Good Standing	87.1%	72.6%	83.7%	85.0%
	Probation	12.0%	26.8%	15.5%	13.5%
	Dropped	1.1%	0.6%	2.1%	1.6%
Fall-Spring Retention	Returned/Same	68.6%	46.2%	64.4%	65.8%
	Returned/Different	2.2%	6.4%	6.4%	5.2%
	Graduated	7.9%		2.4%	2.1%
	Did Not Return	21.4%	47.4%	26.8%	26.9%
Fall-Fall Retention	Returned/Same	39.9%	17.5%	35.9%	36.7%
	Returned/Different	2.6%	12.5%	9.7%	8.6%
	Graduated	22.7%		8.5%	8.4%
	Did Not Return	34.9%	70%	45.9%	46.4%
Success at Departure	Graduated	33.3%		10.5%	10.0%
	Long Term Success	44.8%		37.3%	36.2%
	Short Term Success	3.7%	33.3%	14.3%	17.2%
	Unsuccessful	18.1%	66.7%	37.9%	36.6%
Course Outcomes	Course Completion	87.50%	89.94%	87.4%	88.2%
	GPA	2.74	1.945	2.655	2.65

[1] "Graduated" are students who earned certificates or associates degrees at the College. "Long term success" is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned. "Short term success" is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned. The "unsuccessful" departure group includes all departing students not otherwise classified including students who never complete a college-level course

The Justice Program is a direct to work program, which is consistent with the Program recording a smaller percent of transfers than the general population of the College. Fifty-two percent of graduates of the Justice Program transferred, while 62 percent of the graduates of the College transferred. This is consistent with the goals of the program, which are geared towards preparing the students for professions within the field. (Figure 1)

Figure 1: Transfer by Departure Status

% Students who Transferred
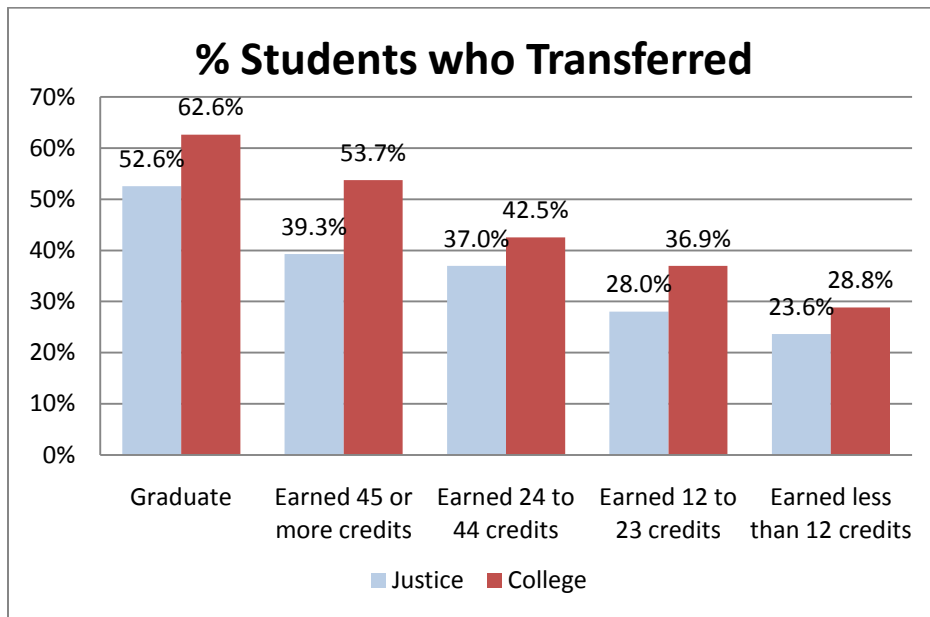
Over the past five years, the number of degrees awarded within the Justice Program, the College, and the Liberal Studies division have fluctuated in tandem. The amount of degrees awarded increased in 2009, decreased in 2010, and slowly peaked again by 2012. However, in 2008, 2009, and 2010 a similar number of Justice Certificates and Justice Degrees were awarded even though enrollment for the Certificate Program was lower than enrollment for the Degree Program. (Figure 2, Table 4) Investigation indicated that in 2013 and 2014 all students who received the Justice certificate also received the Justice degree.
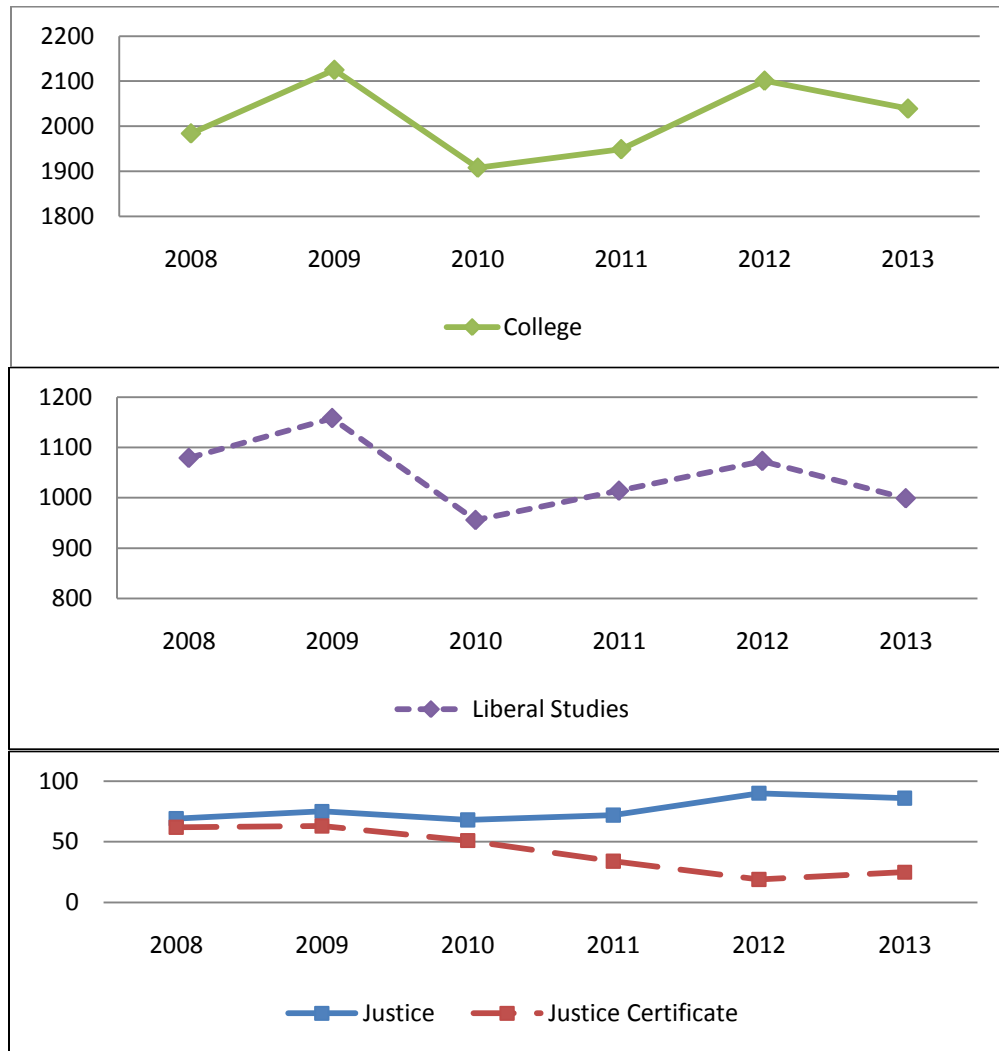
Figure 2: Degrees Awarded

Table 4: Degrees Awarded

	2008	2009	2010	2011	2012	2013
College	1984	2125	1908	1949	2101	2039
Liberal Studies	1079	1158	956	1014	1073	999
Justice	69	75	68	72	90	86
Justice Certificate	62	63	51	34	19	25

Within the Justice Program, there are almost twice as many sophomores as there are freshman. This can be explained by the large number of Philadelphia Police Officers and Prison Guards entering the program. These students enter the program with 15 and 6 credits, quickly making their way through the first year, thus making the number of sophomores appear inflated. Additionally, on average Justice students complete the program faster than the average student in Liberal Studies and the average student in the College. (Figure 3, Table 6)
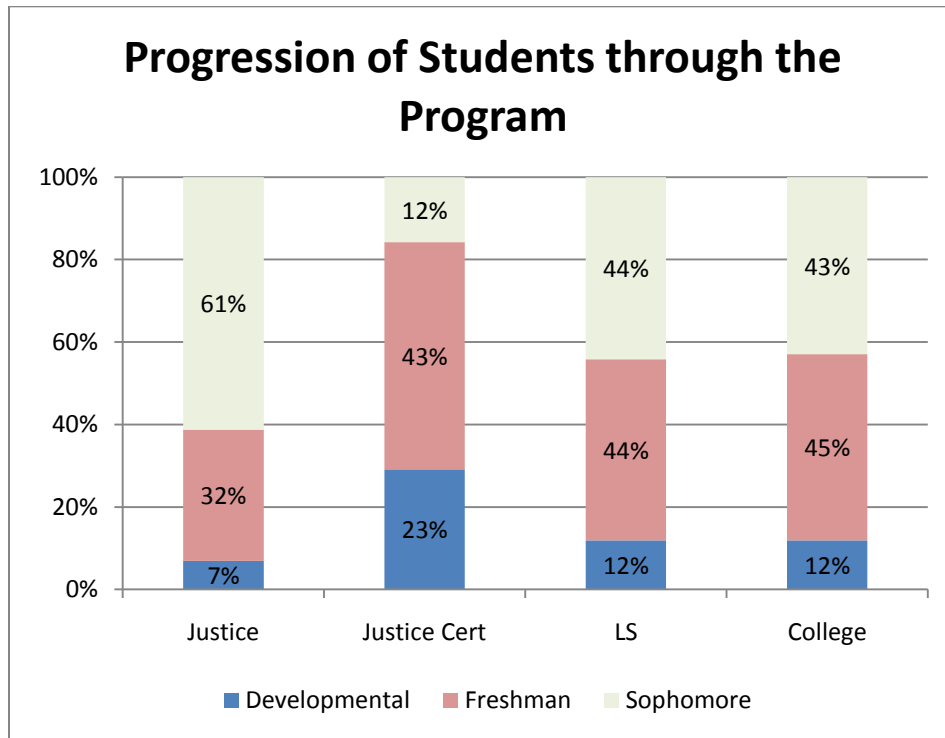
Figure 3: Distribution of Students in Program

Figure 3: Distribution of Students in Program — **Progression of Students through the Program**

Table 5: Median Statistics for Program Graduates

	Justice	LS	College
Years to Degree	4.4	4.8	4.7
Credits Attempted	78	83	85
Credits Earned	62	66	68
Credits Attempted/ Credits Earned	79%	80%	80%
GPA	2.99	3.05	3.08

Over the past 5 years, the Justice Program has run courses more efficiently, with an increased amount of courses filled to capacity. The Justice Program offered approximately 20% more courses in 2013 than it did in 2008. The increase in courses coincides with the 200% enrollment increase. The substantial rise in enrollment in the Justice Program, accompanied by a small increase in course offerings, has helped increase the percentage of courses that are filled to capacity. (Table 6)

Table 6: Course Enrollments

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall Average	Spring Average
Program	Courses	27	33	30	35	30	35	32	34	31	36	30.00	34.60
	Avg Enrollment	24.22	23.85	27.97	26.89	27.87	29.77	29.72	30.47	31.55	31.25	28.26	28.45
	Percent Filled	69%	69%	80%	76%	81%	84%	84%	85%	89%	87%	80%	80%
Division	Courses	1441	1520	1551	1674	1668	1664	1622	1648	1470	1446	1550.40	1590.40
	Avg Enrollment	20.20	20.62	21.53	21.30	20.79	21.21	20.73	20.69	21.46	21.32	20.94	21.03
	Percent Filled	81%	82%	86%	86%	83%	84%	82%	81%	84%	82%	83%	83%
College	Courses	2694	2829	2881	3096	3023	2940	2939	3007	2756	2738	285860%	2922.00
	Avg Enrollment	21.15	21.22	22.29	21.97	21.87	22.13	21.84	21.63	22.23	22.06	2188%	21.80
	Percent Filled	83%	83%	87%	86%	85%	85%	84%	83%	86%	84%	85%	84%

V. Learning Outcomes and Assessment

A. Student Learning Outcomes
Upon completion of Justice Degree, graduates will be able to:
- Demonstrate the skills and knowledge necessary to succeed as professionals in the Justice field.
- Articulate the role and importance of law and evidence in formalized legal proceedings, and apply these concepts to worksite.
- Explain the intricate interrelationships of the police, course, and the correctional process in the field of criminal justice.
- Work with troubled youth and apply contemporary techniques used in investigation and apprehension of the juvenile offender.

Upon completion of the Justice Certificate graduates will be able to:
- Demonstrate an understanding of basic concepts and principles of criminal justice.
- Demonstrate the skills and knowledge necessary for employment in entry level criminal justice positions such as police officer, corrections officer or private security manager.
- Demonstrate an understanding of and commitment to the values of the criminal justice profession

Data for the program level outcomes have been collected, and are currently in the process of being compiled. Report will be completed during fall 2014.

B. Course Learning Outcomes
The program is current on assessment of course learning outcomes. SLO #1 has been assessed, and recommendations for improvement are currently being implemented. SLO #2 is being assessed this semester.

Table 7: Timeline for the Course Learning Outcomes

Course(s)	Assessment Evidence Collected
Jus 101, Jus 105	Fall 2011
Jus 121, Jus 151, Jus 171	Fall 2012
Jus 181, Jus 201, Jus 221, Jus 235	Fall 2013
Jus 237, Jus 241, Jus 251	Fall 2014
Jus 261, Jus 281, Jus 291	Fall 2015

C. QVIs/335s
The 335 documentation is up to date for all courses, and reflects what has been found in this audit. The program is of high quality and has very strong viability indicators. The Justice Program scored especially well in the areas of enrollment and graduation rates.

D. Surveys
Surveys were sent out to graduates between 2008 and 2013 via SurveyMonkey. 122 graduates responded and their data were aggregated. Seven areas showed statistically significant differences between the Justice graduates, Liberal Studies graduates, and College graduates. All seven of those areas indicated higher scores among the Justice graduates than the Liberal Studies graduates or the graduates among the general population of the college.

Current student surveys were sent out in the fall of 2014 and results are being analyzed.

Table 6: Graduate Survey

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program Mean*	N	Division Mean	Sig.	College Mean	Sig.
Enhanced Ability to Express Myself Artistically	2.39	121	2.29		2.21	*
Developed Meaningful Career Goals	2.56	122	2.51		2.52	
Developed into a more Informed Citizen	2.64	122	2.55		2.52	
Improved Preparation for Active Participation in Community Activities	2.32	122	2.25		2.23	
Using Computing and Internet Technology	2.64	121	2.49	*	2.47	*
Enhanced Self-Confidence	2.66	122	2.49	*	2.47	**
Enhanced Understanding of My Own and Different Cultures	2.57	122	2.51		2.46	
Improved Self-Discipline	2.63	122	2.55		2.52	
Acquiring a Broad General Education	2.68	122	2.61		2.58	
Developed Interpersonal Skills and the Ability to Relate to Others	2.7	122	2.55	*	2.52	**
Improved Leadership Abilities	2.52	122	2.41		2.39	
Solving Numerical Problems	2.33	120	2.29		2.33	
Working Effectively with Others	2.61	122	2.53		2.5	
Preparation for Continued Personal and Intellectual Growth after College	2.62	121	2.61		2.58	
Understanding People of Other Racial and Ethnic Heritage	2.62	122	2.53		2.49	
Improved Self-Reliance	2.67	121	2.53	*	2.51	*
Speaking Clearly and Effectively	2.63	121	2.53		2.48	*
Thinking Critically and Analytically	2.64	121	2.59		2.59	
Contributing to the Welfare of my Community	2.33	122	2.23		2.23	
Writing Clearly and Effectively	2.74	121	2.61	*	2.57	**

* $p < .1$, ** $p < .05$, *** $p < .01$

*Scale for the survey is: 0: No progress; 1: Little progress; 2: Some progress; 3: Considerable progress.

E. **Advisory Committee**

The Justice Program has an active Advisory Committee (AC) that meets twice a year. The Committee consists of individuals from local police departments and residential facilities, faculty from local community colleges and transfer institutions, and administrators from correctional facilities. Recent discussions of the AC have focused on Middle States Accreditation and the upcoming program audit, the growth of the Program, the necessity for online courses for police and corrections officers to meet education requirements, coordinating with police to expand partnerships, the creation of an articulation agreement with West Chester, and changes to Perkins's Funding distributions were discussed.

VI. Resources
The Program uses standard classrooms; no special resources are required.

VII. Demand
CCP's Justice Degree trains students to enter a variety of occupations. The following are common occupations entered by CCP graduates: transportation and security screeners, private detectives and investigators, police and sheriff's patrol, detectives and criminal investigators, probation and correctional treatment specialists, security guards, and correctional officers and jailer. Six of the seven occupations listed capture a larger share of the job market in Philadelphia than in the rest of the country. For example, occupations in Transportation Security

Screening are almost 3.5 times more concentrated in Philadelphia than the USA average. Additionally, occupations for Private Detective and Investigation are 2.75 times more concentrated in Philadelphia than the USA average. While the number of security guard jobs in the United States has grown by 2% over the past five years, the number in Philadelphia has increased by 52%. Over the past 5 years, Private Detective and Investigator jobs have increased by 1% nationwide and 43% in Philadelphia.

Locally, twelve schools offer a bachelor's degree in justice or a related field, and seven schools offer an associate level degree in justice or a related field. The nine schools offering a bachelor's degree provide CCP students opportunities to transfer into four year programs. CCP has articulation agreements with nine four year institutions. This year, CCP established an articulation agreement with West Chester University.
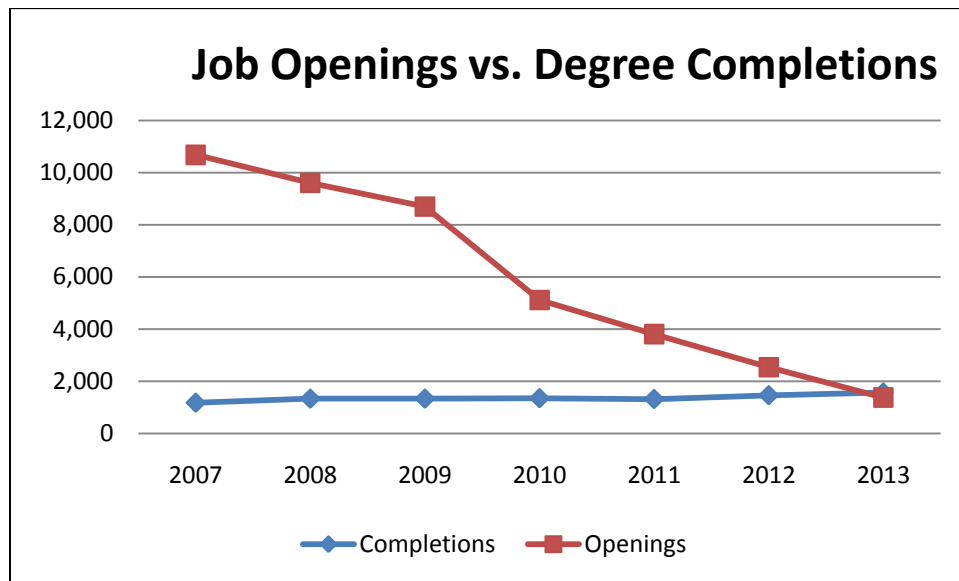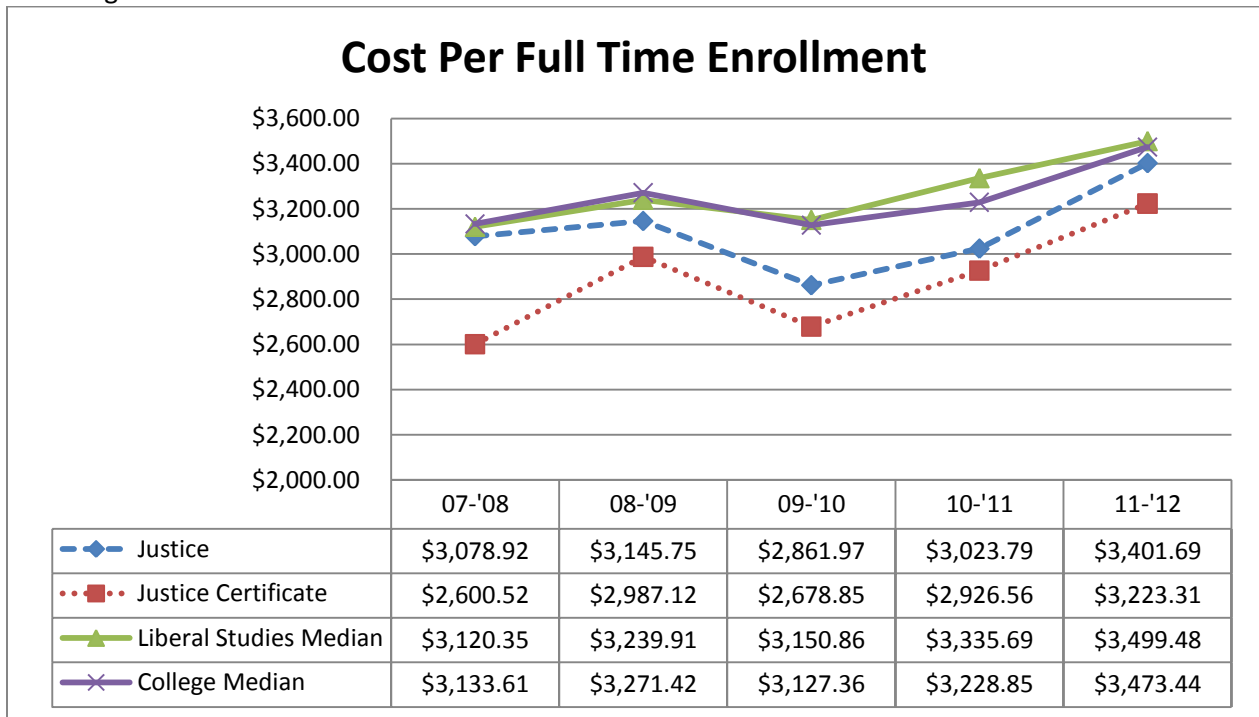
Figure 4: Job Openings Compared to Degree Completions

Table 7: Expected Job Growth

Job Title	Salary	Education Level	Expected Growth 2012-2022
TSA	$ 37,090		
Private Detectives	$ 45,740	HS Diploma/OTJ Training	11%
Police and Detectives	$ 56,980	HS Diploma/OTJ Training	5%
Corrections	$ 38,970	HS Diploma/OTJ Training	5%
Security Guard	$ 24,020	HS Diploma/OTJ Training	12%
Probation Officers	$ 48,190	Bachelor Degree	-1%

VIII. Operating Costs

The costs for the Justice Program have been marginally lower than the median costs for both the College and the Division.

Figure 5: Program Costs

Cost Per Full Time Enrollment

	07-'08	08-'09	09-'10	10-'11	11-'12
Justice	$3,078.92	$3,145.75	$2,861.97	$3,023.79	$3,401.69
Justice Certificate	$2,600.52	$2,987.12	$2,678.85	$2,926.56	$3,223.31
Liberal Studies Median	$3,120.35	$3,239.91	$3,150.86	$3,335.69	$3,499.48
College Median	$3,133.61	$3,271.42	$3,127.36	$3,228.85	$3,473.44

IX. Findings and Recommendations

1. Evaluate the merits of the Justice Certificate and assess whether the certificate provides value to the holder.

   In 2014, all students who received a Justice Certificate also received a Justice Degree at the same time or prior to receiving the certificate. If students are receiving the degree at the same time or before the certificate, they are not using this Certificate as a stepping stone to the degree. Additionally, there is some question as to whether a certificate alone contributes to employment opportunities—faculty, the advisory committee and former certificate students should be consulted.

   Timeline: Report completed by Spring 2015.

   Persons Responsible: Program Director, Advisory Committee.

2. Clarify the role of the concentrations within the degree.

   There has been some student misunderstanding about whether students are required to complete the requirements for a concentration or if a concentration is a mandatory part of the program. Faculty indicate that the concentrations are simply pathways for students interested in particular employment opportunities. This needs to be clarified for both students and within published program documents.

   Timeline: End of Fall 2014.

   Person Responsible: Program Director, Program Faculty, Advising Staff.

3. Continue to develop the processes used to gather data on current students.

   The Justice Program currently administers surveys; however the Program must create a formalized, regular process for collecting information, analyzing results, and disseminating and using the findings. This is an important part of the process for assessing student learning outcomes.

   Timeline: Ongoing. Process established by end of Spring 2015.

   Person Responsible: Program Director, Program Faculty.

Improving Student Success

Moving Forward Through the Use of Advanced Analytics

Civitas Learning

Why Predictive Analytics?

- Bring data from disparate sources together to create a more complete view of student progression
- Facilitate greater understanding of how students succeed and face challenges
- Identify persistence trends and success probabilities
- Provide a student-level summary of risk factors to better understand why a student is at risk and inform necessary action
- Track interventions and evaluate effectiveness to learn what works and what doesn't – and for which students
- Increase visibility and understanding into student success across various dimensions

Civitas Learning

Predictive Modeling

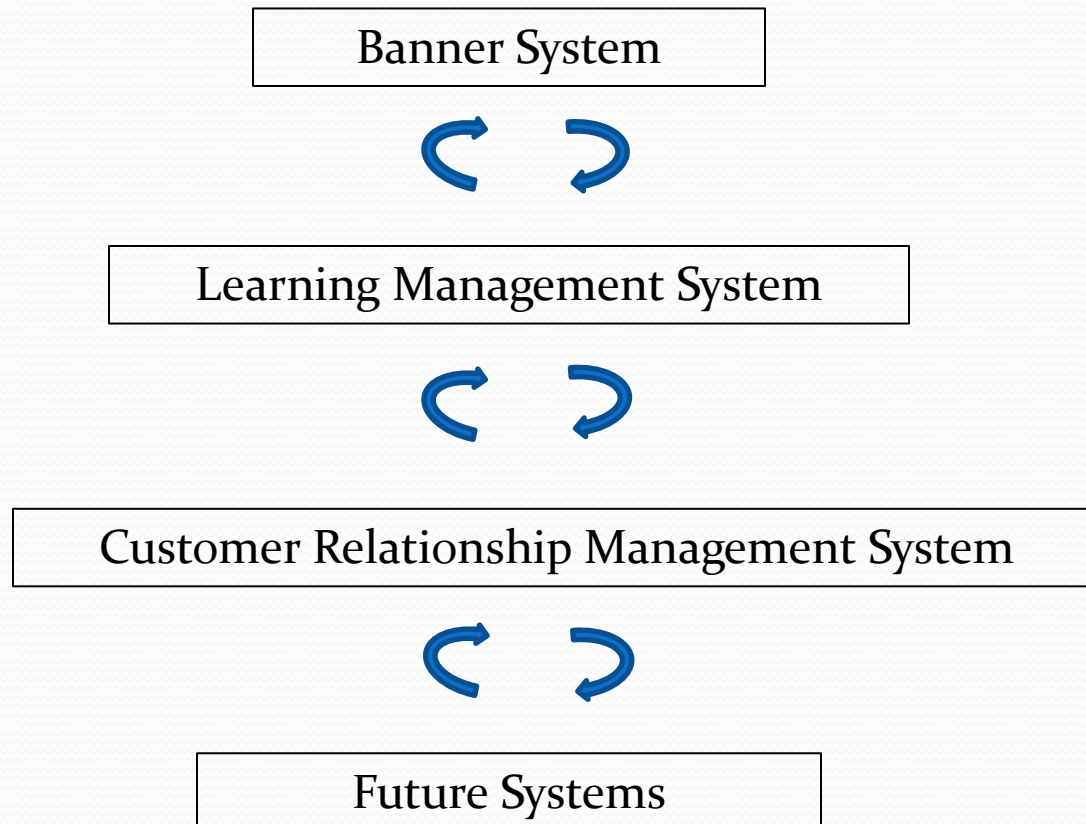Data is integrated and normalized for analysis → Predictive factors are identified and custom models are created → Personalized, real-time recommendations are delivered

Civitas Learning

Data is Integrated and Normalized for Analysis

Banner System

Learning Management System

Customer Relationship Management System

Future Systems

Civitas Learning

Predictive Factors are Identified and Custom Models are Created

- Based on aggregate data from multiple sources

- Students segmented based on data analysis

- Students clustered based on top value similarities

- Iterate models as data refreshes, new variables become available and methodologies improve

Civitas Learning

Personalized, Real-Time Recommendations are Delivered

- Predictive-flow-model infrastructure that is continuously updated to keep student-level predictions as current as possible

- Platform allows view of student progression dynamics filtered by chosen segments

Civitas Learning

Community College *of* Philadelphia

Single Stop
Outcomes
October 14, 2013- October 13, 2014

In 2013, the *Community College of Philadelphia* partnered with *Single Stop USA*, a national non-profit organization dedicated to helping low-income families and individuals build economic security. With the implementation of this "one-stop" model, the service opened its doors on October 14, 2013 to provide free and comprehensive social, legal, and financial services to Community College of Philadelphia students.

Operating four core components – benefits screening and application assistance, tax preparation, financial counseling, and legal aid – Single Stop staff geared efforts toward meeting contractual expectations in the service's first year of operation: to serve 1,000 students by screening all for government benefits and providing tax preparation services (to 60% of students), financial counseling (12%), and legal assistance (12%).

In addition to core services, Single Stop staff partnered with the US Department of Health and Human Services and the Health Federation to offer healthcare enrollment assistance in the Marketplace during open enrollment.

In March 2014 Single Stop staff obtained certification as Personal Financial Counselors and implemented an extensive post-tax-season financial literacy campaign, facilitating group and individual sessions.

As part of its benefit access advocacy, Single Stop also joined a group of partnering organizations working closely with the new Department of Human Services to streamline processes and address unfair denials and requirements, thereby increasing benefit approval rates for students.

By the Numbers

Estimated Student Return: $2,483,733
(Tax Refunds + Cash and Non-Cash Benefits*)

Tax Preparation – Y1 goal: 600 tax returns
Outcome: 767 tax returns – 128% of goal
Service from January to June 2014
Partnering Organization:
Campaign for Working Families
Cash Return: $1,170,713

Government Benefits Screening – Y1 goal: 1,000
Outcome: 1,424 screened – 142% of goal
Estimated Benefits Return*
Cash Benefits: $174,520 (including Food Stamps, Unemployment Compensation, Social Security Insurance; Temporary Assistance for Needy Families, and Social Security Disability)
Non-Cash Benefits: $1,138,500 (including Subsidized Healthcare, Medicaid, Medicare, Select Plan for Women, LIHEAP, Cash Grant, Transportation, and Food Pantries, among others)

Legal Assistance – Y1 goal: 120 students
Outcome: 67 students served – 55.8% of goal
Service launched June 2014
Partnering Organizations:
Community Legal Services (benefits, housing, employment, consumer, and utilities) and Immigration Law Group

Financial Counseling – Y1 goal: 120 students
Outcome: 171 students served – 142% of goal
Service launched April 2014

Healthcare Enrollment Assistance
Outcome: More than 350 students assisted in navigating the Marketplace.
Enrollment success rate: 30% (among eligible students) in subsided healthcare plans ranging from **$0.12 to $119/month**
Service from January to March 2014
Partnering Organizations:
US Department of Health and Human Services and the Health Federation

* Single Stop has the ability to verify benefit application statuses through a Compass Partner Account. However, government benefit confirmation amounts are subject to student response.

Community College *of* Philadelphia

First Year Success Stories

October 14, 2013- October 13, 2014

Thanks to Single Stop legal services and referral systems, *Robert* was able to work with specialized attorneys to win the case and obtain retroactive benefits (Supplemental Nutrition Assistance Program [SNAP] and Social Security Insurance) so he could remain in school and avoid bankruptcy for his family.

Denis came to Single Stop hoping to be eligible for SNAP benefits. Once he learned that he needed to work part time, he followed a Single Stop referral to Career Services, built his resume, and found employment within weeks. Upon returning to Single Stop, he applied for and obtained SNAP benefits. Now that he works and attends school, he is building his credit and working toward his financial goals.

Santasia was homeless and looking for employment. She met with Single Stop counselors who referred her to the Office of Supportive Housing, Career Services, and Financial Aid to inquire about work study. Santasia subsequently secured two part-time jobs, including a work-study position at the College, applied for and received SNAP benefits, was accepted into the Homeless Student Support Project at CCP, and was placed in a shelter through city services. She currently participates in the Rapid Re-Housing Program, where she will receive one year of rental assistance.

After multiple years of not having health insurance coverage, *Donald* successfully enrolled in a healthcare plan through the Marketplace, obtaining affordable subsidies that allowed him to continue with his classes and work part-time teaching music lessons.

Mary became a frequent visitor to Single Stop's Healthcare Enrollment Assistance Sessions. With the assistance of navigators, she analyzed each plan and obtained excellent subsidies, allowing her to focus more on her studies by working part-time instead of full-time.

The Affordable Care Act's new program offering former foster-care youths Medicaid coverage up to age 26 permitted *Harry* to enroll in Medicaid. He continues to attend classes and feels confident as a work-study student.

Charles first visited Single Stop for financial counseling. He returned weeks later to get legal assistance with an eviction notice, as well as rental assistance resources. During this process he learned about his rights as a tenant and was able to attend his court date in order to reach an agreement with his landlord, allowing him and his family to stay in their home. In his words: "I can't tell you how awesome you were through my stressful ordeal. My family and I thank you. You are professional and courteous!"

Single Stop provided tax preparation services for *Hillary*, who returned a month later seeking financial counseling. Her priorities were credit repair and debt management. With a financial counselor's assistance Hillary assessed her spending behavior, identified strategies to avoid acquiring more debt, and outlined a plan to improve her credit score. She was referred to the Financial Empowerment Center and is working diligently with them to consolidate her debts and follow payment plans.

The work and success of Single Stop at the Community College of Philadelphia would not be possible without our internal and external partnerships. We are thankful for the continued support and interest of these services and organizations in helping our students.